DOCUMENT RESUME

ED 108 104 CS 001 812

TITLE Pennsylvania and the National Right to Read Effort: The Pennsylvania Story, 1974-75.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
PUB DATE 75
NOTE 37p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Community Organizations; Elementary Secondary Education; *Evaluation Criteria; Inservice Teacher Education; Instructional Staff; Migrant Education; Reading Instruction; *Reading Programs
IDENTIFIERS Pennsylvania; *Right to Read

ABSTRACT

The Right to Read program in Pennsylvania is outlined in this document. Included are a sketch of the program's history; a chart of the program with projections through 1980; lists of the objectives, participating districts, and the various personnel involved in the program; the schema; a statement concerning migrant education; and lists of criteria for the selection of the Right to Read local education agency advisory council and of criteria for excellence in reading. These last criteria are divided into the following nine categories: the learner, staff, community, instruction, materials, environment, time, evaluation, and budget. (JM)

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THE RIGHT TO READ

Pennsylvania and The National Right to Read Effort

THE PENNSYLVANIA STORY

1974-75

Division of Arts and Humanities
Bureau of Curriculum Services
Pennsylvania Department of Education

CS 001 812

RIGHT TO READ

The Pennsylvania Story

1974

Milton J. Shapp, Governor

Ernest P. Kline, Lt. Governor

The Pennsylvania Department of Education

John C. Pittenger	Secretary of Education
Donald M. Carroll, Jr.	Commissioner of Basic Education
Pauline M. Leet	Director, Bureau of Curriculum Services Chairman, Right to Read Task Force
Evelyn W. Miller	Right to Read, State Director

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Comments and questions about Right to Read, this report, and participation in the project are welcome. Please direct them to:

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Right to Read

A Definition

"The National Right to Read Effort is a coordinated endeavor of all segments of society, public and private, professional and non-professional, to ensure that no person shall be denied a full and productive life because of an inability to read effectively.

The National Right to Read Effort is not a single program, but rather a great variety of efforts aimed at achieving the national goal of assuring that 99 per cent of the people 16 years old and 90 per cent of those over 16 shall be functionally literate by 1980."

(General Plan of Action for School Based Right to Read Centers, HEW, USOE 1972)

Right to Read

A History

The Right to Read Effort began in 1969 with a speech made by Commissioner of Education, Dr. James Allen, during the National Conference of Chief School Administrators. Dr. Allen called to the attention of the educational leaders the problems of children who have reading disabilities or potential disabilities and adults who are functionally illiterate. He set a challenge that by 1980 no one should leave the schools of the United States without the skills of reading commensurate with the level of the individual person's ability. He asked that states prepare and submit a State Plan for the Improvement of Reading by February 1, 1970.

At the federal level three organizations were developed: a section of the United States Office of Education designated to have responsibility for the Right to Read activities; a National Reading Center which was to develop materials and serve as a model site for reading programs; a National Reading Council whose major responsibility was to arouse massive public interest. President of the United States, Richard Nixon, endorsed the Right to Read Effort and Mrs. Nixon became the honorary chairperson of the Council.

During the first three years of the Right to Read Effort a limited amount of discretionary money was available. Staffing was completed; the National Center developed a number of pamphlets on topics related to reading, a Volunteer Tutor Training program was developed and put into operation in several states. Finally, sufficient funding was made available to support a number of school-based and community-based sites to be developed as models for the organization of reading curricula which will assist in reaching the goal of the national effort.

Pennsylvania was one of the states which met the Feburary 1, 1970 deadline for submission of a State Plan. A Volunteer Tutor Training program was conducted for approximately 100 volunteers-tutor-trainers, who in turn trained over 2500 tutors. Nominations for school-based model sites were submitted upon the request of the United States Office of Education. Three school districts were selected as the first Right to Read sites in Pennsylvania: Philadelphia, Pittsburgh, and Avon-Grove.

A small grant to the Pennsylvania Department of Education permitted the department to assist Intermediate Units in the training of technical assistance to serve 12 school sites in making a needs assessment and provide staff development on a longitudinal basis. Additional funding of districts permitted expansion of both the number of districts involved and the type and length of training.

The Right to Read Effort does not support a single reading program or a single reading method which is to be used to teach all children or adults. It does emphasize that all available resources are to be systematically applied to meet the objectives. The responsibility for overcoming reading handicaps remains with the State and local governments and the citizens of the community.

The Right to Read Effort does assist in identifying existing resources, in determining the changes needed to reach objectives, in making additional resources available, and in demonstrating effective techniques to increase reading competencies.

OBJECTIVES

1. STUDENTS WILL IMPROVE ORAL COMMUNICATION SKILLS.

   A. Use comprehensible pronunciation of spoken words.
   B. Improve test scores on oral reading test.
   C. Verify and paraphrase statements after listening to oral presentations of short prose passages.

2. STUDENTS WILL IMPROVE COMPREHENSION OF WRITTEN MATERIALS.

   A. Recognize by sight random words selected from a graded word list keyed to student's own grade level.
   B. Improve scores on untimed test of reading comprehension.
   C. Identify and formulate implications of statements contained in written materials.

3. STUDENTS WILL IMPROVE READING RATES.

   A. Improve reading rate scores on timed reading tests while sustaining high comprehension level.

4. STUDENTS WILL IMPROVE ABILITY TO IDENTIFY CHARACTER OF SPECIFIC WRITTEN INFORMATION

   A. Discriminate between information presented as fact and information presented as opinion in written materials.
   B. Descriminance between assertions and implications in written materials.

5. STUDENTS WILL PARTICIPATE IN GENERAL SCHOOL ACTIVITIES.

   A. Maintain low rate of absenteeism and tardiness.
   B. Volunteer for school role responsibilities.
   C. Cooperate with other students in school.

6. STUDENTS WILL HAVE POSITIVE REGARD FOR SELF AS PERSON, LEARNER, READER.

   A. Will provide evidence of positive self-regard in each of the three roles. (SEE APPENDIX A6 OF PROGRAM PLANNING PROCEDURE).

7. STUDENTS WILL EXPERIENCE SUCCESS IN SCHOOL

   A. Will negotiate task assignments and standards of completion with teacher
   B. Will make positive contributions in classroom activities.
   C. Will expect to fulfill negotiated contracts.

8. STUDENTS WILL USE SEVERAL SENSORY MODALITIES.

A. Plan and execute communication in real and simulated situations in two or more modalities; speech, writing, drawing, playing, and gesturing.
B. Demonstrate comprehension of communications made in two or more modalities.

9. STUDENTS WILL FUNCTION IN A NUMBER OF INSTRUCTIONAL ROLES.

A. Act as tutor and tutee with fellow students in individual tutorial sessions.
B. Assume roles of instructor and student with groups of other students.

10. STUDENTS WILL USE READING SKILLS AND OTHER LANGUAGE SKILLS TO ACCOMPLISH VOCATIONAL AND PERSONAL OBJECTIVES.

A. Identify utility of reading in one or more occupations. (SEE APPENDIX A10 OF PROGRAM PLANNING PROCEDURE).
B. Identify utility of other language skills in one or more occupations. (SEE APPENDIX A10b).
C. D. Same as A B for areas of personal interest (e.g., following the developments in favorite sports).

11. STUDENTS WILL UNDERSTAND THE VALUE OF BICULTURAL KNOWLEDGE AND SKILLS.

A. Describe special vocational opportunities for bicultural individuals.
B. Apply Mexican-American cultural elements in tutorial sessions with Anglo-Americans.
C. Instruct English-speaking students in elements of other languages and cultures.

12. STUDENTS WILL FUNCTION IN TWO LANGUAGES.

A. If Spanish-speaking, complete English assignments.
B. If English-speaking, complete Spanish assignments.
C. Respond to direction in two languages.

13. PARENTS WILL BE INVOLVED IN PROJECT.

A. Increase attendance at school functions.
B. Describe accurately Project functions and goals.
C. Discuss, question, applaud, criticize, revise project methods and goals.

14. PARENTS WILL FUNCTION IN DIRECT INSTRUCTIONAL ROLES.

A. Evaluate and modify home instructional materials.
B. Participate in training sessions.
C. Work with own child in completing school tasks at home.

The Pennsylvania Story

The year 1972
The year 1973
The year 1974

Projections

				V	200 districts training	needs assessment & staff development	program planning	program implementation	evaluation
			IV	200 districts training	needs assessment & staff development	program planning	program implementation	evaluation	
		III	35 districts training	needs assessment & staff development	program planning	program implementation	evaluation		
	II	38 districts training	needs assessment & staff development	program planning	program implementation	evaluation			
I	12 districts training	needs assessment & staff development	program planning	program implementation	evaluation				
	1972	1973	1974	1975	1976	1977	1978	1979	1980

CRITERIA FOR EXCELLENCE IN READING

Right to Read

Pennsylvania

1974

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Carolyn M. Markley, Secretary	Greater Latrobe School District
Theodore C. Burkland	Danville School District
Lois L. Cowan	Bald Eagle Area School District
Bertha M Hirzel	North Penn School District
Phyllis M. Humphreys	Derry Area School District
Alma A. Leadbeater	Abington School District
Patricia Lochinger	Southmoreland School District
Doris E. Perry	Northwestern School District
Carl Pyzowski	North Schuylkill School District
Elaine B. Richards	Pottsgrove School District
Grace Rippel	Clairton School District

INTRODUCTION

It is the purpose of these criteria to help honest and educationally talented persons, whatever their position in a district, to break the blockade to relevant educational change. The focus should be centered on substance (does it work) rather than form (does it look good).

Conditions vary from district to district and from building to building within each district; nevertheless, these criteria may be considered applicable to all schools within the commonwealth. It is the prerogative of each district and/or building to determine how to achieve the criteria based on local conditions, needs, capabilities and desires.

These criteria for excellence in reading have been based on the successes and failures of the past in order to establish guidelines for the present. The intent is to refresh our efforts and stimulate a new excitement and a sense of purpose in reading. Only the involvement and the dedication of each individual to these goals will determine the degree of success.

THE LEARNER

1. The school should establish some means to aid parents in their roles in developing communication skills and enjoyment in learning in their children from infancy.

2. Instruction should be learner-centered and each learner guided through a planned arrangement of skills to read at his diagnosed expectancy level.

3. The learner should be an active participant in determining his own goals, planning his program, and charting his progress.

4. The learner should be encouraged to use his interests and experiences as an integral part of reading.

5. The learner should be guided to read widely and independently for his own purposes.

STAFF

1. The administrator should recognize reading as a priority in the school program and enthusiastically provide functional and moral support regarding staff, time, facilities, budget, and community relations to maintain this priority.

2. A major responsibility of the building principal is to generate a warm personal atmosphere, setting the tone for the entire building.

3. In every district a certified director should provide supervision, coordination, in-service training, and consultant services.

   This program should have the authority, freedom, and administrative support to maintain and implement a total reading program, thus becoming the liaison between administration and classroom teachers.

   The director should involve the total staff when planning the reading program.

4. The teacher should assume the responsibility of creating an atmosphere conducive to the learning process and promoting lifelong reading habits.

   In order to do this the teacher must demonstrate professional competency in the knowledge of the reading process and must meet the learner's needs through an on-going diagnosis. The teacher must personally value reading, be creative and flexible, and be willing to grow professionally.

5. A good program should utilize the supportive services of the following: community resource people, social agencies, librarians, speech therapist, hearing therapist, school physician, school nurse, school psychologist, home and school visitor, learning disability specialist, guidance counselor, consultants, and other staff members.

6. Para-professionals should enhance the reading program by working in the classroom with the teacher and outside the classroom in preparation of instructional materials as required by the teacher, as their personalities, experiences, talents, and training allow.

7. Student and adult volunteers can contribute additional special talent and time to the reading program through tutorial, clerical, and general assistance.

8. Volunteers can be recruited from the ranks of the student body, service organizations, parents, retired persons, and local college students. Provisions should be made for orientation and periodic training of all volunteers.

9. Staff will include maintenance and secretarial services which should contribute to a positive learning atmosphere.

COMMUNITY

1. Enthusiastic support by the Board of Education is of paramount importance to the success of the district-wide reading program.

2. The school should involve the various segments of the community in the planning, implementation, and evaluation of the reading program.

3. Parents may become involved through participation in parent-teacher organizations, in the classroom as volunteer teacher aides, and by nurturing at home the learning which has been initiated in school.

4. Reading instruction should be offered as a vital part of a community Adult Basic Education program. This program should meet the needs of functional illiterates, school dropouts, non-English-speaking persons, and those seeking to improve reading-learning efficiency and/or to enhance personal reading enjoyment.

5. A wide variety of community resources are available and should be used creatively to bring enrichment and relevance to the school experience.

INSTRUCTION

There are many ways to teach reading. However, certain guidelines are necessary for a successful reading program.

1. The program should employ any one or a combination of approaches to the teaching of basic reading skills applicable to the total curriculum as determined by the needs of the individual.

2. Flexibility should exist among and within the approaches according to teacher effectiveness in meeting individual needs.

3. Program continuity should be achieved through progressive record keeping of the necessary reading skills.

4. Reading skills should permeate all areas of the curriculum.

5. The total program should engender a reading habit which will lead to a productive and fulfilled life for the learner.

6. Any special program fulfilling the needs of the atypical child should be coordinated closely with existing classroom instruction.

MATERIALS

1. The teacher should be encouraged to use a wide variety of commercial and non-commercial materials (basals, kits, newspapers, cookbooks, manuals, etc.) and equipment to meet the needs of the individual.

2. The teacher should be encouraged to develop materials to meet specific needs of the learner.

3. The library, instructional materials center, and/or resource room should be an integral part of the total reading program.

ENVIRONMENT

Environment as defined here is the physical and psychological setting to which the learner is exposed during the time limits of the school day.

1. The school district should provide adequate classroom physical facilities: space for large and small group instruction, individual study areas, adequate lighting, movable and multi-purpose furniture.

2. The instructional materials center and/or resource room should be centrally located and provide a wide variety of media and materials to meet the curricular and recreational reading needs of all students.

3. All facilities should be easily accessible, informal, attractive, and inviting.

4. The classroom should reflect a healthy blend of organization and freedom.

5. Each school and classroom should project a warm personal atmosphere to promote a psychologically sound learning situation.

6. The school should provide the learner with the opportunity to experience the world outside the school setting and to relate those experiences to the printed page.

TIME

1. Although a daily uninterrupted period of time for reading instruction may be established, the applicable reading skills should be taught concurrently with content area instruction.

2. Teachers should be provided sufficient time free of students to evaluate continuously the needs and progress of each pupil and to formulate plans based on those findings.

3. Adequate time should be allotted on a regular basis for free reading.

EVALUATION

1. Evaluation of the total reading program should be an on-going process and serve as a means of constant improvement.

2. In addition to the commonly used norm referenced measures which have their limitations, student evaluation procedures should include a system of criterion referenced testing in order to determine mastery of a sequential arrangement of skills.

3. In addition to administrative evaluation, each teacher should develop continuous systematic self-evaluation procedures to direct and improve teaching performance.

BUDGET

Since reading is a priority the reading program should determine the budget.

Right to Read

Participating Districts

1972 I.U.	Site	
25	Southeast Delco School District, Darby Elementary School	Curtis Shumaker, Director Nicholas Spennato, I.U. Coordinator
15	Harrisburg High School	Jaye McGovern, Director John Nagle, I.U. Coordinator
11 8	Huntingdon School District Hollidaysburg School District	Ken Rockwell, Director Ruth Longer, Carol Stevens, Directo Roy Wilson, I.U. Coordinator
5	Erie School District Union City School District	Helen Bovard, Director Billie Eaton, Director Joseph Johnson, I.U. Coordinator
4	Sharpsville School District	Lewis Rosa, Director Allen Johnston, I.U. Coordinator
14	Reading School District, Amanda Stoudt Elementary School	Lois Lemley, Director and I.U. Coordinator
22	Pennridge School District	Peter Lamana, Director Annette Guenther, I.U. Coordinator
23	Upper Perkiomen School District	Hubert Seemann, Director Donald Wright, I.U. Coordinator
27 9	Aliquippa Boro School District Ridgway School District	Bernice Nichols, Director Peter Gresh, Director Charles Sarokon, I.U. Coordinator

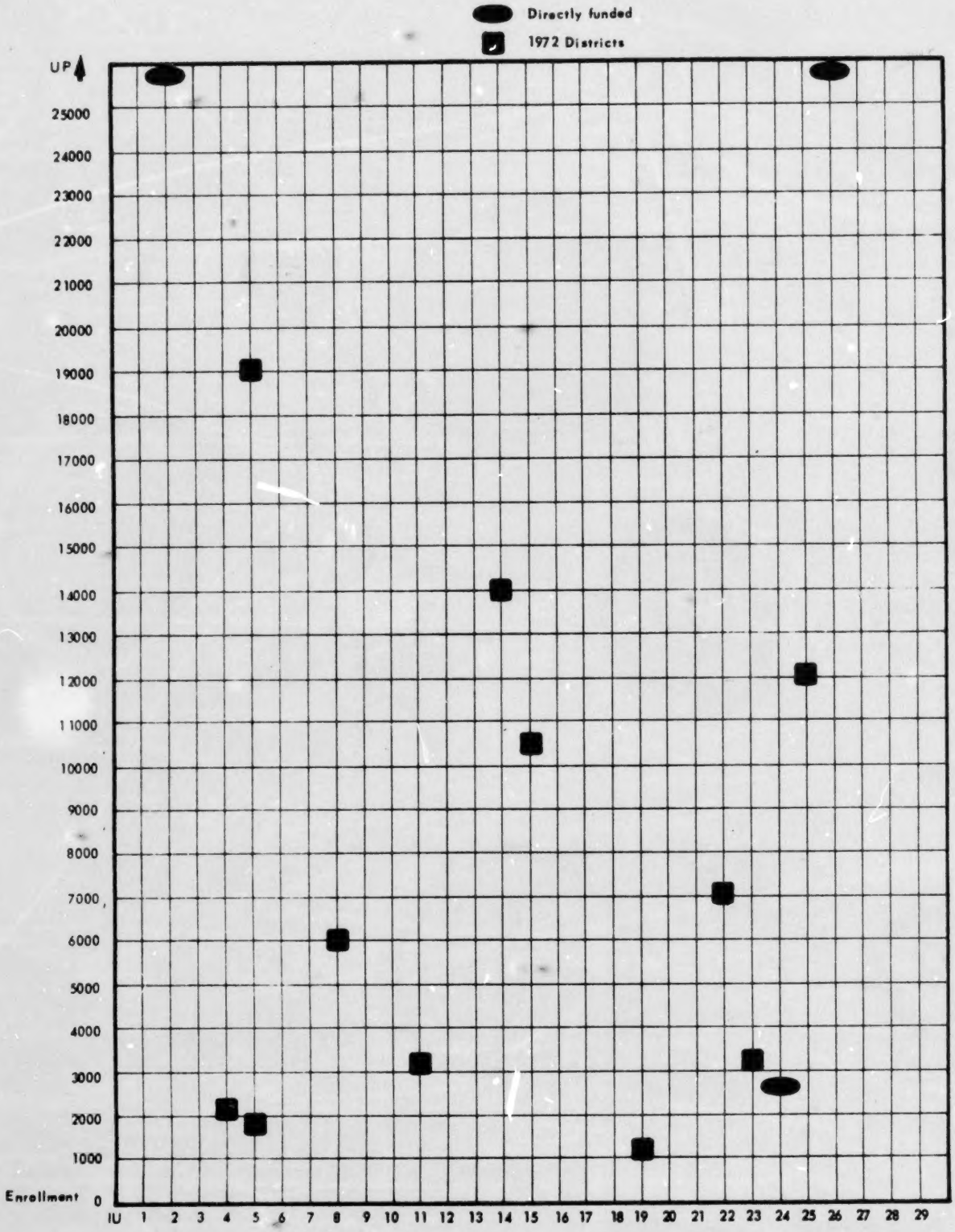
1973 I.U.	District	Right to Read Director
1	Bethlehem-Center	Elbert Kuhns
1	Avella Area	Louis F. Rodriguez
3	Sto-Rox	John F. Cord
3	Clairton	Grace Rippel
5	Wattsburg Area	Judy Kopin
5	Erie Diocese	Sister Mary Daniel Bohren
5	Ft. LeBouef	Janet Estes
5	Northwestern	Doris E. Perry
5	Iroquois	Elizabeth B. Kramer
5	Millcreek Township	Mildred Phillips

I.U.	District	Right to Read Director
7	Derry Area	Phyllis Humphreys
7	Greater Latrobe	David Knoepfle
7	Southmoreland	Patricia E. Lochinger
7	Mt. Pleasant	Francis A. Gallicchio
8	Ferndale	Brian Speicher
9	Kane	Donna Ginther
9	Coudersport Area	Frederick Anderson
10	Clearfield	Paul F. Hite
10	Bald Eagle	Lois L. Cowan
10	Curwensville	Robert M. Dreibelbis
11	Mifflin County	Carol Auker
12	Fannett-Metal	Elizabeth K. Baker
12	Gettysburg	Mary Elizabeth Smith
13	Donegal	Linda Boozer
16	Benton Area	Peggy A. Holdren
16	Danville	Theodore Burkland
16	Shamokin	Lorraine Savidge
17	Williamsport	Elmer C. Morrow
19	Blue Ridge	Rose Marie Dobrosielski
22	Pennsbury	Thomas J. Garberina
22	Neshaminy	Eugene Webster
23	Pottsgrove	Elaine Richards
23	North Penn	Bertha M. Hirzel
23	Upper Merion	Francis X. Luther
23	Abington	Alma Leadbeater
24	Oxford	Franklin L. Moyer
29	Williams Valley	Anna Mae Trautman
29	North Schuylkill	Carl Pyzowski

1974 I.U.	District	Right to Read Director
1	Washington	Karen Milovac
1	Burgettstown Area	Raymond Lounder
1	McGuffey	Janet C. Donahie
3	Swissvale Area	Celine Krohe
3	Carlynton	Helen Schick
3	Duquesne City	Joseph DeFelice
3	Turtle Creek Area	Martha L. Cupcheck
5	Harbor Creek	Willard O'Neil
6	Allegheny-Clarion Valley	Lynn Palmgren
7	Hempfield Area	Nancy Neil
8	Conemaugh Valley	Shirley P. Hindman
8	Westmont Hilltop	Darlene Gorka
8	Bellwood-Antis	Joanel Johnston
8	Altoona	Jeanne Hair
11	Juniata Valley	Kay McKnight
12	Red Lion	Jane Lehman
13	Penn Manor	Kenneth B. Hirneisen
14	Schuylkill Valley	Daniel Loose
15	Cumberland Valley	Mildred Immel
15	Harrisburg City	Phyllis Britton
16	Line Mountain	Pauline H. Ditty
16	Mt. Carmel Area	Mary Ann Krakowski
17	Towanda Area	Edward J. Poostay
17	Montgomery Area	Beverly Bower
18	Wyoming Area	Rita Mauriello
18	Pittston Area	Ross Scarantino

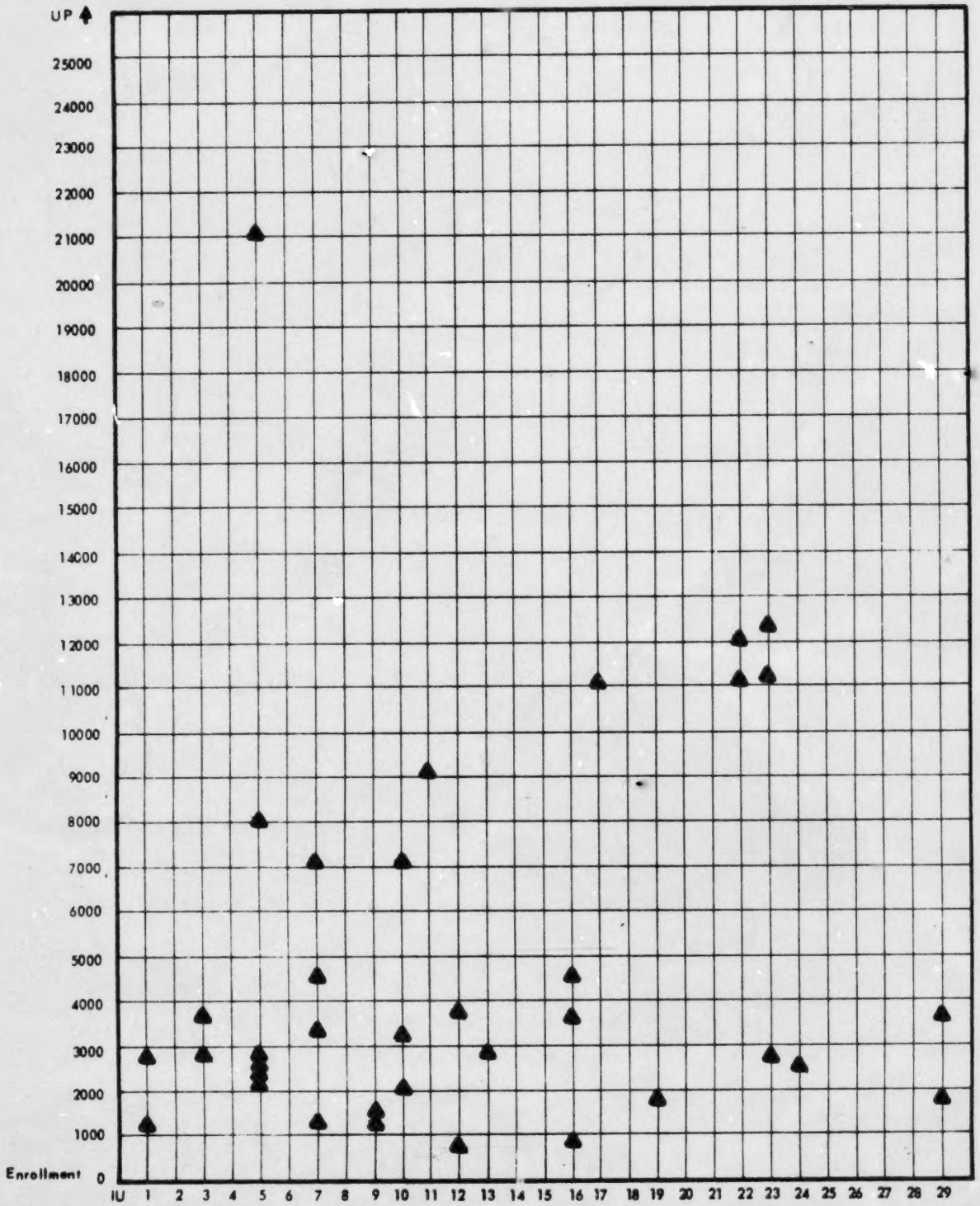
I.U.	District	Right to Read Director
18	Tunkhannock	Elva C. Valentine
18	Hazleton Area	John J. Rabets
19	Scranton City	Michael Sheridan
19	Abington Heights	Angela Cobb
19	Riverside	Helen Yurkowski
21	Northwest Lehigh	Carolyn M. Ruch
23	Perkiomen Valley	Paul Bingaman
24	Coatesville Area	Nancy Hadfield
27	Big Beaver Falls Area	Harley Collins

STUDENT ENROLLMENT AND GEOGRAPHIC LOCATION OF RIGHT TO READ DISTRICTS



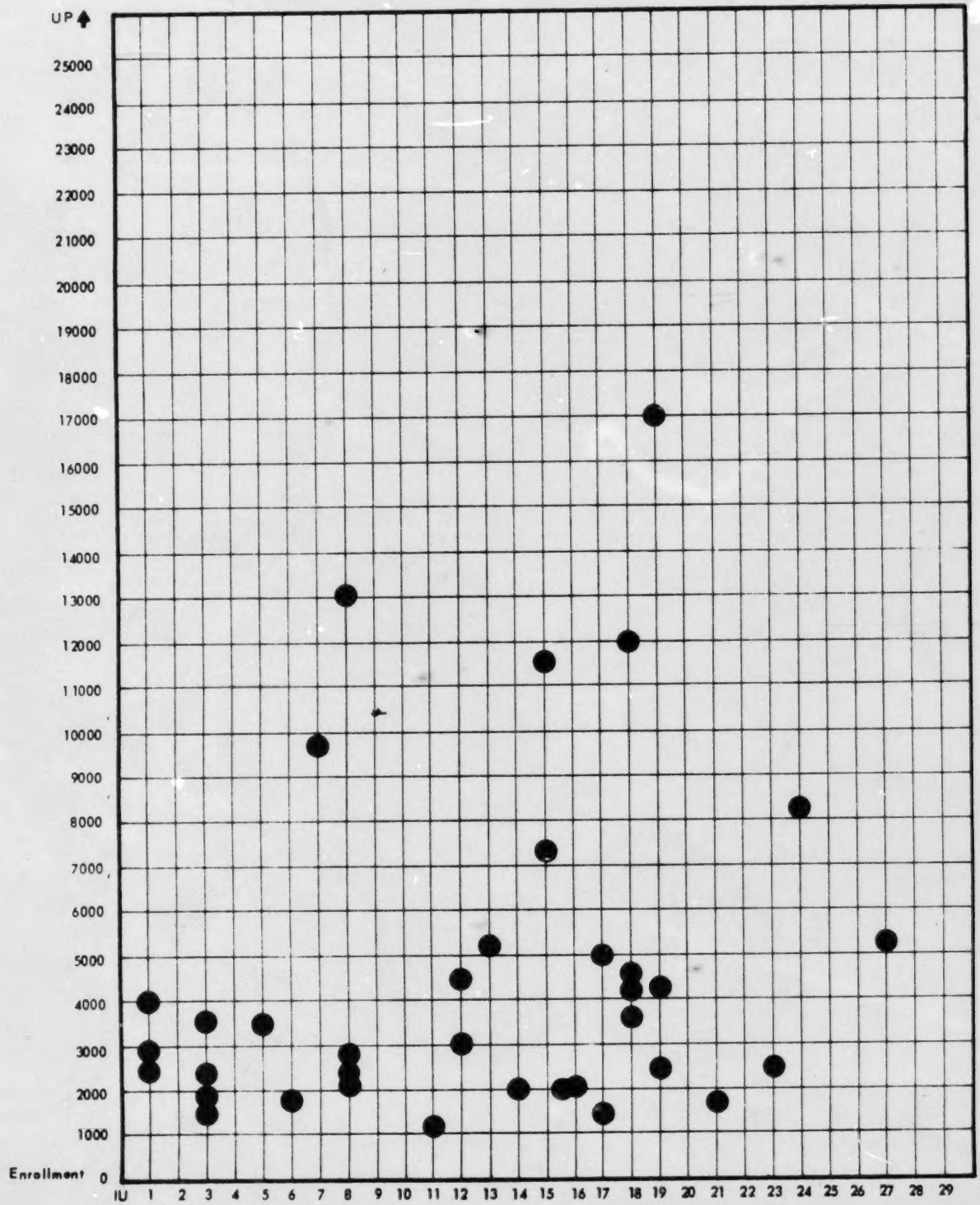
STUDENT ENROLLMENT AND GEOGRAPHIC LOCATION
OF RIGHT TO READ DISTRICTS

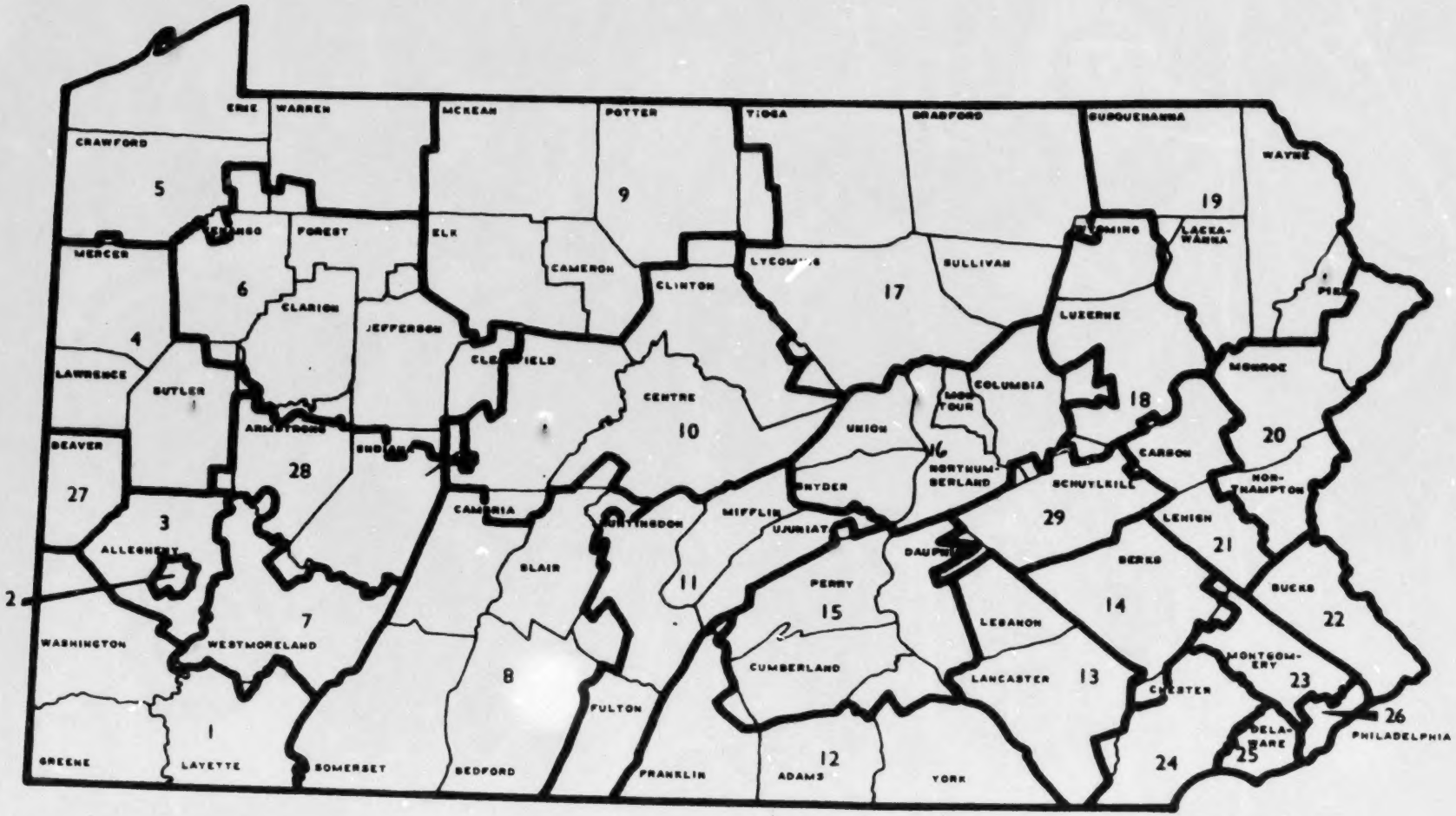
1973



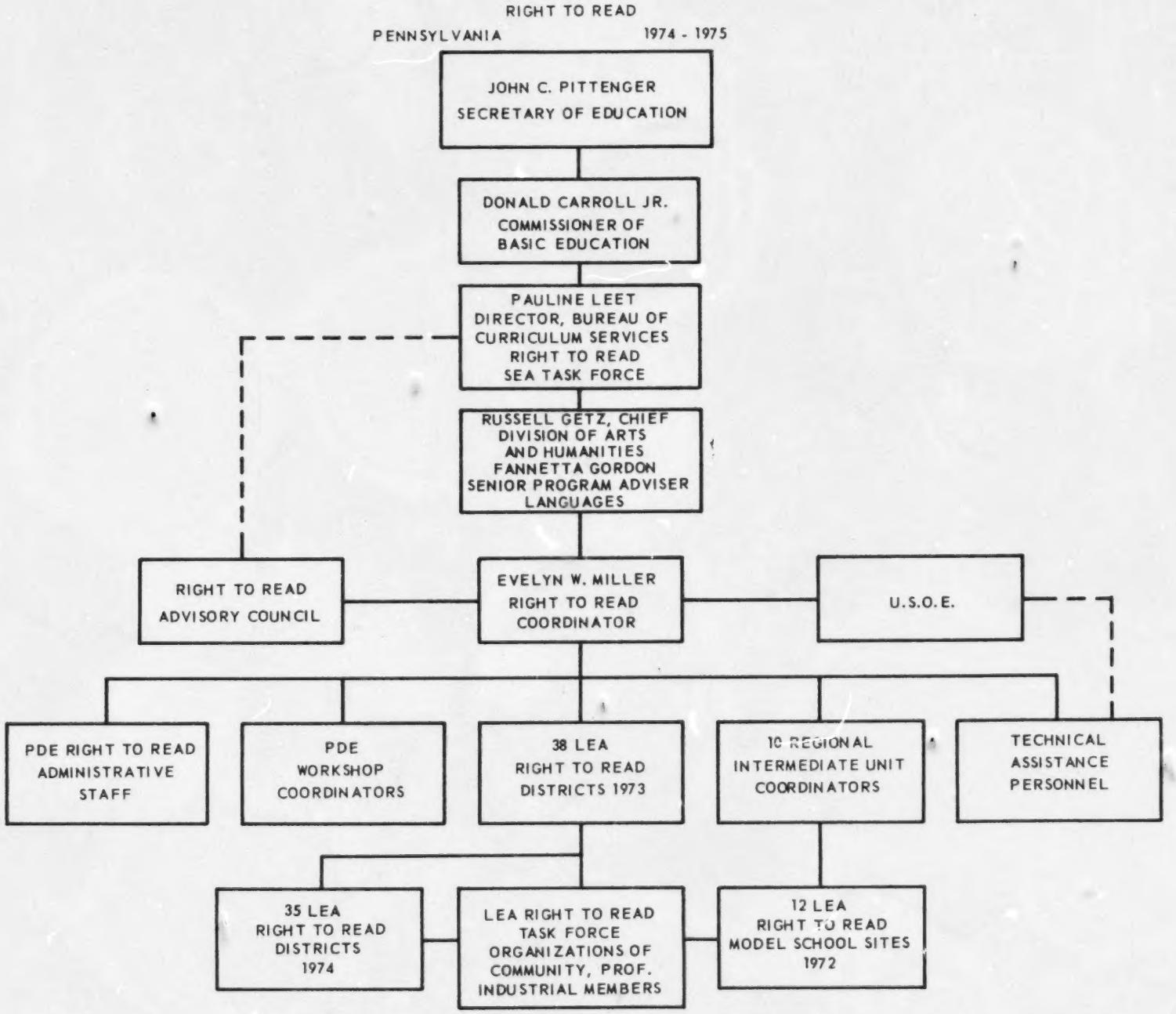
STUDENT ENROLLMENT AND GEOGRAPHIC LOCATION
OF RIGHT TO READ DISTRICTS

1974





Pennsylvania Intermediate Units


RIGHT TO READ
PENNSYLVANIA
1974 - 1975
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MODEL SCHOOL SITES
1972

Right to Read

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Right to Read

Pennsylvania Department of Education

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Right to Read

State Advisory Council

1974 - 75

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Thomas White

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Position:	Teacher
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Right to Read

Migrant Education

Education, health, social services, and nutrition are several of the priority areas to which Migrant Education address itself. Migrants, because of the nature of their employment, are a national resource. They harvest the food for this country's table.

Since migrant families are of diverse culture, ethnic, and linguistic backgrounds, a new dimension is added to their educational needs. These families have no city, county or state boundaries, consequently much cooperation and exchange of information by all agencies serving the migrant child and his family is essential.

Language development and reading is the emphasis of the educational programs for migrant children who come to Pennsylvania. Funded under P.L. 89-10 as amended, the programs work closely with local districts, intermediate units, colleges and universities, the Pennsylvania Council of Churches as well as the state departments of Health, Welfare, Environmental Resources, Labor and Industry, Agriculture and Community Affairs.

The Right to Read project supported by statistical information provided by the National Migrant Record Transfer System helps teachers and administrators to plan activities and experiences to meet the needs of these forgotten children and adults of the road.

Right to Read

State Training Program

1973

Workshop Title	Coordinator	Dates	Workshop Hours
Program Analysis	David Chestnut	Before Jan. 15	12
Reading Theory	Robert Dobroski	Jan. 21,22,23	24
Organization of Reading Programs	David Chestnut	Feb. 4,5,6	24
Planning for Educational Decision Making	James Blair	Feb. 19,20,21	24
Adult Basic Education Conference		Feb. 21,22,23	6
Use of School and Public Libraries	Elizabeth Hoffman Bertha Miller	March 6,7	12
Evaluation: Record Keeping and Pupil Progress	Peggy Stank	March 18,19,20	18
Right to Read: Second Chance, Adults & Youth	Ethel Matthews Louisette Logan	April 8,9,10,11	24
Analysis of Commercially Prepared Materials/ Interpersonal Communications	John Meehan	April 22,23,24,25	24
Reading in the Content Area	John Meehan	May 6,7,8,9	24
Pre-School and Parent Education	Charlotte Garman	May 20,21,22	18
Resources of the State Department of Education	Ben Berner	May 23,24	18
Public Relations and Dissemination of Information	Ann Witmer	June 3,4,5	12

1974

Pre-School and Parent Education	Charlotte Garman	Sept. 9,10,11	23
Use of School Libraries	Elizabeth Hoffman	Sept. 11,12	12
Resources of the State Department of Education	Ben Berner	Sept. 13	5

Workshop Title	Coordinator	Dates	Workshop Hours
Needs Assessment and Program Analysis, Organization of Reading Programs	Allen Johnston (W) Donald Wright (E)	Sept. 23,24,25,26,27	40
Second Chance: Adults & Youth	Ethel Matthews Louisette Logan	Oct. 7,8,9	23
Planning for Educational Decision Making	James Blair Joseph DeAngelis Donald Means	Oct. 9,10,11	17
Reading Theory, Reading in the Content Areas	Allen Johnston (W) Annette Guenther (E)	Oct. 21,22,23,24,25	40
Interpersonal Relations/ Visual Literacy/Linguistics	John Meehan	Nov. 18,19,20,21,22	40
Public Relations and Dissemination of Information	Ann Witmer Virginia Ross	Dec. 2,3	13½
Evaluation: Record Keeping and Pupil Progress	Peggy Stank Patricia Mull	Dec. 3,4,5	21½
Use of Public Libraries	Bertha Miller	Dec. 6	5

Right to Read

Questions and Answers

1. What is Right to Read?

Right to Read is a project dedicated to the eradication of illiteracy in all people so that by 1980, 90 per cent of the individuals over 16 and 99 per cent of the individuals under 16 will be functionally literate.

2. Who may participate in Right to Read?

School Districts of Pennsylvania may participate.

3. What are the school district resonsibilities in the Right to Read project?

a. Appoint a Right to Read director who is provided the authority to implement the LEA Plan of Action.
b. Adopt a formal resolution affirming reading as a priority.
c. Establish a local Right to Read Advisory Council.
d. Provide time for the Right to Read Director to receive the state Right to Read training.
e. Develop a LEA Plan of Action congruent with the State Right to Read Plan.
f. Provide continuous staff development for LEA personnel.
g. Implement the LEA Plan of Action.

4. What are the state responsibilities in the Right to Read Project?

a. Selection of LEA's which are representative of the geographical location, the student population and relative need of the state.
b. Establishment of an agreement between the LEA and SEA incorporating the seven LEA responsibilities listed above.
c. Prepare an inservice program for the selected Right to Read Directors extending for a period of not less than thirty days, 240 hours.
d. Evaluate the effectiveness of the program.

5. How may a school district become a participant in Right to Read?

A school superintendent may express his interest in participating in the project by writing to the State Director of Right to Read:

Mrs. Evelyn W. Miller
Pennsylvania Department of Education
Bureau of Curriculum Services
Box 911
Harrisburg, Pennsylvania 17126

6. How is Right to Read funded?

The U.S.O.E. provides funds for Right to Read training programs for the LEA Right to Read directors.

7. What segments of the population participate in Right to Read?

Right to Read involves all segments of the population, pre-school, school age, adult; tots through teenage to parents and grandparents. Anyone who wishes to learn to read or to help others learn to read is welcome to Right to Read.

8. How is the community involved in Right to Read?

Parents, teachers, volunteers, and even children are working together in the Right to Read effort to eradicate illiteracy. Clubs, churches, community centers, schools, newspapers, radio, television are all resources for Right to Read.

9. How are libraries involved in Right to Read?

School, public and private libraries are resources for materials and provide space for study and tutoring.

10. Why does the U.S.O.E. require that a LEA Right to Read director have 240 hours of training?

The Right to Read director is a management specialist who must have competency in all phases of the management of a reading program: needs assessment, program planning, reading theory, organization of reading program, use of libraries, interpersonal relations, evaluation: pre-school through school age to adult literacy.

11. When and where is the training program held?

Time and location is determined each year in terms of availability of funds, facilities and geographic location of participants.

12. What will be the impact of Right to Read on the residents of Pennsylvania?

Students, young and old, will improve their literacy skills and so have improved job opportunities and a richer quality of life.

Right to Read

Criteria for Selection of Right to Read LEA Advisory Council

The Local Advisory Council or Unit Task Force

The Local Advisory Council or Unit Task Force will be the principal organizing, planning, and managing group for the district program.

Each Council or Task Force should include as participating members:

1. The Local Right to Read Director
2. A member of the central office administrative staff at the level of assistant superintendent or equivalent
3. A principal
4. Two teachers of reading
5. Two teachers of subjects other than reading; one from the elementary level, the other from the secondary level
6. Two parents
7. A representative of the local board of education
8. Representatives of community groups

Functions of the Advisory Council or Unit Task Force

The Council or unit task force, under the leadership of the Right to Read Director, has the responsibility of organizing the local Right to Read Program.

1. Conduct the needs assessment.
   Technical assistance may be obtained through Intermediate Units #4, 5, 8, 9, 15, 19, 22, 23, 25, 26, but is not limited to those units.
2. Carry out evaluation proceedings for assessing student progress.
3. Plan strategies for implementing a reading program based upon the assessment, focusing attention on needs of students, adults, professional staff and institutions.
4. Plan program redirection as the program progresses.
5. Provide linkage with the community.
6. Approve the program(s) to be implemented.
7. Disseminate program information and progress to the district staff.

Continuation of the program and the council activities is expected after federal funding is no longer available.